



Snapshots from the Journey

Portfolio Guide for the  
Service Coordinator

Module 9







## **Description of Module 9**

### **Preparing the Path to a New Destination Transitions in Early Intervention**

Change is challenging for all of us. For families of young children with disabilities, change can be even more demanding. Transition can be a positive experience with thoughtful planning, effective communication, positive attitudes, and a strong partnership between families and professionals.

In this module, participants will begin by reviewing common concerns that families express during times of transition. Through a training presentation by the National Early Childhood Transition Center, participants will learn what two major research studies on children who are typically-developing and are transitioning from preschool to kindergarten, tell us about children, families, programs, communities, and related policies and practices. Critical factors related to meeting the unique needs of culturally and linguistically diverse families at transition are discussed as well.

The fundamentals of the transition process are presented including information that targets transition timelines and comparisons of Part B and Part C transition practices. Through pretests, quizzes, checklists, child scenarios, field observation, and outside reading assignments, participants will become familiar with the role and responsibilities of the service coordinator in supporting families throughout the transition process.



## **Module 9**

### **Preparing the Path to a New Destination Transitions in Early Intervention**

#### **Competencies**

- Has knowledge and understanding of common concerns expressed by families at times of transition.
- Understands the meaning of advocacy as it relates to children birth through two with developmental delays or disabilities and the means by which to disseminate information to families.
- Individualizes transition plans to meet the unique needs of children and families.
- Demonstrates knowledge and skill in adapting transition practices to fit the context of culturally and linguistically diverse families.
- Demonstrates responsiveness to family concerns when planning and implementing transition plans, and provides information about the transition process to the family.
- Promotes communication across programs and preparation of children for changes, while actively involving families in the process.
- Maintains and encourages ongoing communication and cooperation among staff in sending and receiving programs.
- Has knowledge and understanding of the differences between Part B and Part C eligibility standards and provision of services.
- Has knowledge and understanding of the timelines associated with transition, and ensures that program providers and families have adequate time to plan and prepare for transitions when possible.
- Has knowledge and understanding of the policies and procedures necessary to provide proper documentation throughout the transition process.
- Facilitates children's transitions to new environments by establishing regular contact between current and future placements.
- Has knowledge of appropriate Part B and Part C participants for the transition planning conference and the IEP meeting.
- Has knowledge and understanding of the purpose of the transition planning conference and the IEP meeting.
- Has knowledge and understanding of regulatory requirements related to transition.



## **Module 9**

### **Preparing the Path to a New Destination Transitions in Early Intervention**

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- 9.2 Introduction to Paving the Way for a Successful Transition-Personal Reflection on Life Changes
  - 9.2a Paving the Way for a Successful Transition-Part C and Part B Pretests
  - 9.2b Paving the Way for a Successful Transition- Memos
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- 9.4 Transition Tasks-Outside Learning Assignments- Family Transition Guide, Field Observation Form-Transition Planning Conference, Regulatory Requirements, and Poems



## Module 9

### Preparing the Path to a New Destination Transitions in Early Intervention

| Assignments/Activity   | Measure of Achievement  |
|--|---|
| 9.1 View PowerPoint, <i>Preparing the Path to a New Destination-Transitions in Early Intervention</i> (slides 1-8), engaging in discussion as directed.  | Completion and active participation as directed by the trainer. |
| 9.1a View the short video vignette on transition from <i>Pathways in Early Intervention Service Coordination: A Video &amp; Companion Guide</i> . Respond to the questions posed in the video segment as directed by the trainer.  | Completion and active participation as directed by the trainer. |
| 9.1b Slides 9-23 are a product of The National Early Childhood Transition and Training Center (NECTC). The primary objective of NECTC is to "...investigate and validate practices and strategies that enhance the early childhood transition process and support positive school outcomes for children with disabilities..." through research activities. NECTC documents may be reproduced for non-commercial purposes provided their source is identified. For more information, visit their website at : <a href="http://www.ihdi.uky.edu/nectc/">http://www.ihdi.uky.edu/nectc/</a><br><br>View NECTC PowerPoint (slides 9-23), <i>Opening Doors to Success-Transition Practices: What We Know and What We Need to Know</i> engaging in discussion as directed. | Completion and active participation as directed by the trainer. |
| 9.1c Continue to view PowerPoint, <i>Preparing the Path to a New Destination-Transitions in Early Intervention</i> (slides 24-33), participating in discussion as directed. This portion of the PowerPoint addresses <i>Transition-A Multicultural Perspective</i> .   | Completion and active participation as directed by the trainer. |
| 9.2 Introduction to <i>Paving the Way for a Successful Transition</i> -Personal Reflection on Life Changes<br><br>Think of a time in your life when you experienced a significant change. This could include going to a new  | Active participation in activity                                |

| Assignments/Activity  | Measure of Achievement   |
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| <p>school, leaving home for the first time, being married or divorced, experiencing a health crisis, the birth of a child, a new job, etc. You will not be asked to share what the actual change was (unless you wish), but write down the feelings you experienced at this time in your life. Share those feelings as directed by the trainer.</p>   |  |
| <p>9.2a <i>Paving the Way for a Successful Transition</i>-Pretest</p> <p>Complete Part B and Part C Pretests. Turn in the tests for later review.</p>   | <p>Completion of pretests.</p>   |
| <p>9.2b <i>Paving the Way for a Successful Transition</i>-PowerPoint</p> <p>View slides 1-9 engaging in discussion as directed.</p> <p>At slide 9, stop for review of the contents of the 1999 memo from Assistant Commissioner, Joseph Fisher, regarding preschool special education services (9.2b (1). Content of this memo is relevant to slide 17 as well.</p> <p>Return to PowerPoint. View content of slides 10 and 11. At slide 11 stop and review the memo from Assistant Commissioner, Joseph Fisher, regarding extended school year (9.2b (2).</p> <p>Return to PowerPoint and review slides 12-18.</p>  | <p>Completion and active participation as directed by the trainer.</p>   |
| <p>9.2c <i>Paving the Way for a Successful Transition</i>-Outside assignment- <i>Understanding Tennessee Department of Education Disability Standards Quiz</i>.</p> <p>Receive a copy of 9.2c (2) (or the web address for) the Tennessee State Department of Education 2003 Special Education Manual to use in completing the following assignment.</p> <p>Outside of training time, review Section Two: Chapter 5 <i>Evaluation and Eligibility</i> and Section Two: Chapter Six- <i>Understanding Disability Standards</i>.</p> <p>Complete 9.2c (1) <i>Understanding Tennessee's Department of Education Disability Standards Quiz</i>.</p> <p>Return the quiz to the trainer/supervisor as directed for scoring and follow-up as needed. The completed quiz</p> | <p>A score of 80% requires no follow-up. If your score is lower than 80%, correct all incorrect responses by citing the page numbers where the correct responses can be found, and return to the supervisor/trainer for approval.</p> <p>Completion and active</p> |

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| <p>should be placed in the portfolio.</p> <p>Return to PowerPoint and view slides 20-23. At slide 24, stop and discuss the 2000 memo regarding <i>Least Restrictive Environment for Preschool Eligible Children</i> (9.2b (3) as directed.</p> <p>Return to and complete review of final two slides.</p>   | <p>participation as directed by the trainer.</p>  |
| <p>9.2d <i>It Matters (For a Mother in Iowa)</i>-Poem by Janice Fialka</p> <p>Enjoy poem for input from a parent.</p>  | <p>Completion.</p>  |
| <p>9.2e Transition Scenarios</p> <p>Four brief case scenarios are available (9.2e (1-4). You will divide into groups of three.</p> <p>Each group member will be assigned one of the following roles to assume:</p> <ul style="list-style-type: none"> <li>• Parent</li> <li>• Service coordinator</li> <li>• School system representative.</li> </ul> <p>Role-play the scenarios, and share how it felt to have assumed the roles. Describe how your group responded to the scenario.</p> <p>If this training is being completed with less than three participants, the trainer and the learner(s) can discuss each scenario and how they would respond.</p> | <p>Active participation and completion to the satisfaction of the trainer/supervisor.</p> |
| <p>9.2f Review of <i>Paving the Way for a Successful Transition</i>-Part C and Part B Pretests</p> <p>Participate by volunteering answers as directed, to the Part C and Part B pretests you will be given to grade. Return those to the trainer/supervisor at the end of the review and discussion.</p>   | <p>Active participation in grading and discussion as directed.</p>                        |
| <p>9.3 Transition Tools</p> <p>Review the following items with the trainer learning how to complete the <i>Transition From Part C Services Documentation of Planning Conference</i> form and follow office procedures.</p>   | <p>Active participation and completion as directed by the trainer/supervisor.</p>         |



| Assignments/Activity  | Measure of Achievement   |
|---|--|
| <ul style="list-style-type: none"> <li>• 9.3a <i>Transition Planning Conference Checklist</i></li> <li>• 9.3b <i>Transition From Part C Services Documentation of Planning Conference</i> form</li> <li>• 9.3c <i>Optional Family Certificate</i></li> <li>• 9.3d <i>Optional Transition Preparation Checklist</i></li> <li>• 9.3e <i>Procedures for Standard Case Closings</i></li> </ul>  |  |
| <p>9.4 Transition Tasks-Outside Assignments</p> <p>There are three additional outside assignments.</p> <p>1. Review of <i>Family Transition Guide</i> (9.4a)</p> <p>Read all material in the <i>Parent Transition Guide</i>.</p> <p>2. <i>Field Observation Form Transition Planning Conference</i> (9.4b)</p> <p>According to the direction of the trainer/supervisor, schedule an observation of a transition planning conference with an experienced service coordinator. Ensure that the family participating in the planning conference is informed in advance and agrees to allow the observation. Complete the <i>Field Observation Form - Transition Planning Conference</i> and share the results with the trainer/supervisor. Resolve any questions or concerns as needed with the trainer. Place the completed observation form in the portfolio.</p> <p>3. Review of NECTC <i>Regulatory Requirements for Young Children with Disabilities</i> PowerPoint and writing assignment (9.4c)</p> <p>Visit the website:<br/> <a href="http://www.ihdi.uky.edu/nectc/Regulations_5-03.pdf">http://www.ihdi.uky.edu/nectc/Regulations_5-03.pdf</a> or receive a copy of 9.4c. Review the content and make a list of five things you learned about regulatory requirements related to transition.</p> <p>Following completion, meet with the trainer/supervisor to discuss your list. Upon completion to the satisfaction of the trainer/supervisor, place the list in the portfolio.</p> <p>9.4d and 9.4e Two optional poems are included for trainer and participant to read if desired.</p> | <p>9.4a Completion</p> <p>9.4b Completion and follow-up discussion with trainer/supervisor.</p> <p>9.4c Completion, follow-up discussion with trainer/supervisor, and list placed in portfolio.</p> <p>9.4d Completion of reading assignment- <i>Inclusion for Jeremy?</i> (Optional)</p> <p>9.4e <i>I am the Teacher</i> (Optional)</p> |